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JANUARY 1957



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Volume 6

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THE FUNCTION OF THE LIBRARY PROGRAM IN TODAY'S VOCATIONAL SCHOOL

By ANNA C. MOORE*

Perhaps no area of public secondary education has seen so many and such rapid changes in both curriculum and methodology as has vocational education in recent years. World War II gave a tremendous impetus to industrial research resulting in new materials, equipment and techniques. The periods of rehabilitation which followed, continued this advance, this time directed at the civilian needs of housing, transportation, health and communication. As a result the need for skilled technicians and tradesmen, at all levels, from the engineer to the operator, has been greatly intensified and has brought vocational education into a new era.

Since the chief purpose of vocational education is to prepare youth to find their places in this technological society, the pressure for constant re-evaluation of curriculum is great if the program hopes to keep abreast of

changes in industry. Today's vocational program carries a balance of general education, trade-related information and trade skills. The rapid ac-

cumulation of curriculum content in all phases of the program necessitates frequent, careful analysis of objectives, revision of course outlines, and particular attention to methods of instruction in order to achieve the purposes within the time allowed. Today's vocational program is a very real challenge to the ability and ingenuity of the instructor. The alert and conscientious teacher feels all of these pressures for he is the key person in the success of the program. Every possible aid should be given

to him in order that he may feel confident of the results of his instruction.

The library in the vocational school should be one of the greatest aids to the instructor. The collection, its organization and administration should all be designed to serve him with maximum effectiveness. The shop instructor should be able to look to the

EDITORIAL

During the past fifteen years while school librarians have been struggling to adapt their services and facilities to rapidly rising enrollments and new reading needs and interests, there have also been real changes in vocational and technical education—as Miss Moore points out in her article. Librarians in these schools must not only serve the needs of the specialized teachers who are now demanding book help, but must also serve the general education program of these youngsters and above all work to make them life-time users of the library.

Other articles in this issue point up special adaptations of services practiced in vocational schools. Several needs are mentioned—the lack of standards for physical facilities, the scarcity of technical books suited to the reading level of vocational school students, and the lack of book selection aids in this field. Librarians who must be “generalists” in subject matter knowledge and skilled in the use of book tools, find it difficult to select materials for vocational and technical courses without relying heavily on the advice of instructors. Miss Klingholz’ article verifies that these problems have long been a problem of librarians in vocational and technical high schools. This gives further weight to the need for real book selection assistance for courses in this specialized area.

A final point is the need for librarians working in vocational and technical schools to study and evaluate their services and functions and to publish their findings. The few items listed in the bibliography are the only items identified as having been published in the past seven years, other than theses. Studies in this field would have significance for librarians working in general high schools as well as those in specialized schools.

—M. V. G.



*Consultant, General Education and Library Service, Bureau of Vocational Education, Connecticut State Department of Education.

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library for assistance in locating and providing the latest trade, technical and related information in his field. He should expect and get the assistance he needs in organizing this material so that he and his students can readily refer to it. He should expect sufficient flexibility in the administration of the program so that materials are available where and when he wants them. He should expect assistance in training his students in the use of library materials so that assignments which he gives can be intelligently and efficiently met.

The vocational school of today has, in many instances, been the outgrowth of the trade school of yesterday. Today's tradesman and technician must know the "why" as well as the "how" of the trade. No longer is instruction limited primarily to the development of manual skill. No longer is a single textbook adequate to the needs of the instructor. No longer is the simple technique of showing and doing adequate to the task of instruction. Today, all trades are far more technical and require much more knowledge of related factors for successful performance. Today's student must not only develop a high degree of manipulative skill, using complicated machinery but he must acquire the knowledge of, and ability to use, resources available to him for continued development and independent work.

It is in these areas of service to instructor and student that the library can offer a very real contribution to instruction. The library should be regarded by the instructor as an additional laboratory to which he can refer students, singly, in small groups, or as a class, for the enriching experience of working with varied materials, learning the techniques of reference work and for independent study on a given assignment.

By requiring the student to locate answers to a given problem, to analyze the information he gets and to draw his own conclusions, the instructor is

providing a real learning situation. This method requires the facilities and service for which the school library program was designed.

In addition to the trade, technical and related information areas of the program, the library must also provide all of the usual services to the general education areas of the curriculum. The enrichment of the English and social studies courses, assistance to the reading programs, both remedial and developmental, ample resources for science, mathematics, art and homemaking, materials to assist the guidance program and to help the student with his personal problems are all responsibilities of the program.

It is not easy to achieve all of the objectives of the good library program in the vocational school. The scope of the task is tremendous because of the many aspects of service and the many subject areas to be included. The key factor to success is the general and wholehearted acceptance by the entire faculty, requiring constant development by the librarian. To do this, every attempt must be made to know the problems and needs of the entire curriculum and even to anticipate them in order to provide the service and materials needed.

In Connecticut, the vocational school libraries have developed in much the same way and for much the same reasons as have been previously stated. Connecticut's pattern of vocational education varies greatly from the general pattern throughout the country. Here, the vocational-technical schools are state-operated schools serving a region.

The first schools were founded in the first quarter of this century. At that time and for many years the program operated on a policy whereby the local community provided the building and part of its maintenance and the state provided the equipment and instruction. Many of these buildings were old schools, old industrial

buildings and in two instances an old post office and an old car barn. In these earliest days the program was primarily a trade training program with the emphasis on manual skill. Related mathematics and blueprint reading were offered but very little general education was provided. Subsequent years have seen a substantial change in philosophy and curriculum so that today the program schedules fifty per cent of the time to general education and related subjects. This change in emphasis in the curriculum was one of the main factors resulting in the development of library service in these schools.

In 1943, the State Board of Education appointed a librarian to the Central Office staff who was to serve the twelve existing schools in the development and operation of library service. Facilities and funds were extremely limited, trained personnel in the schools did not exist and for many instructors the library and its function in instruction were unknown quantities.

To wait for the ideal situation before establishing service would have meant a long delay. Furthermore, operating on the basis that nothing would sell the advantages of a library program better than direct service, however limited, a small program was begun in each school set up in a variety of patterns and places as the situation permitted. First, all shop reference shelves were strengthened with additional basic materials in trade subjects. Encyclopedias, standard references and a small collection of fiction and biography were acquired. In two instances small rooms were available, too small to use as central reading rooms. These housed central collections and individual or small groups of five or six could be accommodated. In other cases, the drafting rooms were provided with shelving and served as central depositories they were the largest areas in the classroom sections and could be

served by the instructor or a student assigned to that job at all times through the day. In other cases an English or social studies classroom was similarly used. Even the testing room of the Counselor's office was temporarily pressed into service to get the program under way. Instructors, students or clerical staff were designated to be responsible for the simple circulation details. The problems were many and the situations called for frequent evaluation and change whenever a better situation presented itself, but at least it was a start and students and instructors alike began to see and appreciate the additional support which a library program gave to instruction.

Even these meager holdings were completely organized—classified, shelf listed, cataloged and even accessioned. It was felt that this organization was as important a part of the training in the use of a library as the books themselves. This was done, also, with an eye to the future when better facilities and libraries would be available and these books could be readily transferred into a more satisfactory collection.

At first this organization was done entirely by the Central Office consultant. Gradually school directors identified an instructor to assist, providing some time in his or her teaching schedule for these duties. Training was given to these people so that they could gradually assume more responsibility. Some instructors took formal course work in library science and one is now enrolled in a full degree program, anticipating the day when she can take over full responsibility.

Finally, in 1946 the State Board of Education adopted extensive revisions to the original trade school policy, making a redirection of the program from trade to secondary trade-technical basis with general education enlarged to its present status. In order to provide adequate facilities, the

1947 legislature authorized the State Board to build, equip and maintain its own buildings, and Connecticut was off to a new era in vocational education.

This law was implemented in the 1949 and 1951 sessions of the legislature by an appropriation of twelve million dollars to build one new school and to replace six of the old ones. Subsequent legislation has provided a total of twenty-six million which provides for eleven new buildings. Seven of these schools are already in operation and the others are in varying stages of development. The replacement of the remaining three schools will be requested at the next session of the legislature. In addition, the local demand for training technicians is resulting in an extension of present offerings to the post-high school level. At present one institute has been in operation for several years as part of the Hartford Regional Technical School. It is anticipated that funds will be requested for at least three more and eventually there may be as many as seven serving the state regionally.

The inclusion of adequate library facilities in all of these new schools is evidence of the general acceptance of the library program as an essential part of instruction. A central reading room, conference room and librarian's office and workroom are included in each school. To date, two full time, trained people have been added to the staff. In other instances, where size of school does not warrant a full time person, instructors have been given more realistic schedules to provide assistance to the program. The shortage of trained library-teachers has been the only reason why such have not been appointed in these cases and it is hoped that this situation may soon change.

Appropriations in the original building projects have provided money for standard equipment and basic collection. Adequate facilities,

more substantial collections and more workable schedules have added prestige to the library program and has resulted in better annual budget support.

There are many problems to the development of library service in vocational schools which are universal, due to the fact that it is relatively a new area. Standards have not been universally adopted, book selection techniques not adequately identified, aids such as basic lists have not been developed nor have the teaching techniques used in shop and classroom been sufficiently explored in terms of their relationship to library service. For example, standards for facilities are primarily designed for the academic school with one hundred per cent of the student body in a classroom situation. What is the influence on determining seating capacity of the library in a school program where fifty per cent of the student body is in shop at any time? In view of the increasing cost of construction this is a very important factor today.

Standards for the size of the collection do not follow the general pattern for academic schools either. The library may be serving approximately not much more than fifty per cent of the student body at one time but the scope of the collection is substantially larger than that of the academic school ranging from the usual general education materials to the trade and technical fields as well, and varying substantially with the number of trade offerings in an individual school.

In many instances supporting budgets are still based on standards for academic schools despite the fact that the range of materials and the higher price of technical books make such a practice unrealistic.

No standard guide such as the Basic Book Collection for High School Libraries exists for the vocational school. This aid can and should be used for the selection of titles for the

general education subjects but discrimination should be exercised in selecting from it. It is totally inadequate in the trade and technical areas. Most bibliographical aids are too highly specialized and far too technical for the secondary school levels. Today more publishers are giving attention to the needs of the vocational schools for trade materials written on a secondary school level. This is probably a result of the awareness of this need during the war when the government encouraged and assisted them in producing the Pre-Induction Training books, but there are still many areas which are not adequately provided with books at this level.

There is a great challenge in library

service in vocational education. In many ways it is still in the pioneering stage but it is caught in the sudden growth of vocational education as a whole and must be alive and alert to its responsibilities. Much professional work has already been done to facilitate this type of service, but mostly on an individual basis. There is still much more to be done. Of prime importance now is the necessity to develop some means of identifying and evaluating what has been done and coordinating the efforts of all involved in this work. In addition, ways and means must be provided to develop basic aids in book selection and standard guides for the trade and technical materials.

VOCATIONAL STUDENTS CAN BE INTERESTED IN READING

By CHARLES G. SPIEGLER

Chairman, Academic Subjects

Food Trades Vocational High School,
New York City*

When I arrived to take over my post at the Food Trades Vocational High School a few years back, the thing that shocked me into action was the fact that young butchers, bakers, cooks and cafeteria workers were reading, in class, but *one* book a term and cutting it into little pieces inch by inch; they were rarely being asked to make more than one book report a term and to answer the traditional routine questions on that book; the library was a room to which English classes were assigned but once a week—regardless of need, or purpose.

I walked into rooms and there was joylessness about books. Kids were plodding heavily along in their textbooks and when they could take it no longer, just dropped their heads on their desks and wandered into their own individual dreamland. A typical

problem these 6th grade readers (with an average I.Q. of 85) were asked to discuss in one of their English courses was: "Show how this short story illustrates point of view"—a highly academic question suitable only for youngsters who were genuinely interested in the technique of writing a short story—, which these boys and girls were not! You came into the book room and your eye met little but the stodgy, dusty, colorless textbooks to which these youngsters were allergic.

With the help of the Librarian and the faculty we decided to make things a little livelier. My faith in the revolution that was to follow rested on these premises:

1. The non-academic student, unlike his academic brother, does not respond to most of the classics with the spontaneity we would like. The abstractions in them, the great uni-

*Mr. Spiegler spoke on "Developing permanent interest in reading" at the 1956 Conference on Reading at the University of Chicago.

versal truths couched in language he cannot fathom, the characters and places far removed from his interests leave him quite cold. He is a pupil who has other interests—the world of sports, space ships, war, the sea, the wild West, etc. He wants his language concrete, vivid, real. He wants his stories exciting, his heroes bold, his imagination sent a-winging. He would read, I had faith, if you gave him a title and a theme that rang *true* to him!

2. This is a Golden Age of Writing for youth. Never in our history have we had such positively magnificent works for young people coming from the pens of men and women like Quentin Reynolds, John Gunther, Stewart Holbrook, Dorothy Canfield Fisher to name a few. Of the thousand-and-more new books coming out each year, and specifically written for youngsters, certainly, I had faith, there were many amongst those that our 900 boys and girls would take to their hearts and read.

3. Professor William Fitzpatrick has said "Take him where he is and bring him to where you would like him to be—". This was to be our fundamental philosophy too. We would take each boy and girl in that school where he was—whatever his I.Q., whatever his Reading Grade, whatever his interests, and expose him to so many fine books, new and old, he'd just want to choose one. We had faith that once this happened, once he discovered the joy of reading a book that he wanted to read, we could bring him along to other books, wider interests, then more books.

So we suggested a Book Fair. In a three day fair during which all classes were cancelled and students were permitted a period to browse and select from amongst 2,000 lively books with jolly jackets—we sold half! Though *Bill Stern's Sport Stories*, *Burl Ives' Song Book* and the *Life of Lucille Ball* were best sellers—everyone was amazed to see how many copies of

Red Pony, *the Cruel Sea*, *Huck Finn*, *Seventeenth Summer*, and many, many books by fine writers and on wholesome themes we had sold. For many days after the Fair, boys and girls kept coming into my office asking whether they could still buy a book that they had seen at the Fair but for which they hadn't the money at the time.

We knew, too, that nobody was talking to these youngsters about books. When I learned that the Young Peoples' Division of the New York Public Library sent out speakers to the schools, we asked for one. For three full days Esther Walls, a charming young story teller, came to our classrooms loaded with the latest books about Frogmen and Hot Rods and Football and Mountain Climbing and Science Fiction and the myriad subjects for which real boys go. Youngsters whom you once couldn't drag to a library, now begged Miss Walls for "that list of books she always carried around after her talks." In almost every instance when the bell rang, we saw dozens of students at the desk asking to borrow the books she had brought.

The Book Fair and Esther Walls were two major moves in our campaign to make books fun, not drudgery. There were others. We threw the old book-report forms into the basket and let kids talk naturally on why they loved or hated a character, or were thrilled or were saddened by an event. We let them be Young Book Reviewers, or Kid Critics. We let them put a book on trial or act out an author meets a critic. We filled our book room with the *Adventure Series*, the *Landmarks*, the *Allabouts* and more of the newer, more colorful books. We asked teachers to free a student for the library, not only at one prescribed moment during the week, but whenever there was a felt need in whatever subject he was taking and for whatever genuine reason he had to seek out a book. Circu-

lation in one year doubled! We dropped the one-book-a-term menace and went to a wider more frequent exchange of books during the term. A book wasn't to be put under microscopic analysis. It was to be read, discussed and enjoyed. We brought Bantam Books and racks into the building for continuous display and sale. We arranged for visits to the finest Teen Age collections in town. On one occasion we asked Pocket Books Inc. to give us a demonstration by their Art Director on how a book is actual-

ly produced. We asked the librarian to prepare lists of readings that could be recommended to those whose interest is the T.V. Screen.

The result is that 900 students who two years ago had confined their reading to the comics, "girlie" books and the Mickey Spillane type of "literature" are, for the most part, reading on the average a good book a month. Anyone with a little faith in these youngsters and in the vast literature that is available to us for them can succeed in getting similar results.

THE LIBRARY SERVES A VOCATIONAL SCHOOL

JOHANNA KLINGHOLZ*

When Connelley Vocational High School opened in 1930, there were few libraries in vocational schools. Consequently, there were no accepted standards to follow in the organization of the Connelley library. The picture has changed in the past nineteen years and a library has become an essential feature of a vocational school though even now there are few definite standards.

One of the librarian's major problems is book selection. All vocations taught are considered in the purchase of new books so that a knowledge of the specific needs of every shop is necessary. The aids to filling these needs are limited. At present there are no special book lists for vocational school libraries, although some of the lists for academic high schools, such as the Wilson catalog, are including more vocational books. The librarian must depend on lists from the technical departments of large libraries for suggestions of new titles. Connelley's chief source is "Science and Technology" published by the Technology Department of the Carnegie Library of Pittsburgh. However, before a title is purchased, it must be examined carefully by the librarian and the shop or theory teacher concerned to determine whether it is usable by high school students and

whether it fills a need in the shop and classroom curriculum.

The magazine list is very carefully chosen because it has a special importance in a vocational library. It is through magazines that teachers and students are kept up-to-date on changing methods and the latest equipment pertaining to their vocations. The shop and theory teachers cooperate with the librarian in selecting magazines which will be the most useful in their special fields. The list of technical magazines is supplemented by trade magazines from firms distributing them free of charge. In addition to the technical magazines there must be some of general interest which the boys can read for recreation.

As soon as the technical magazines are received, they are circulated to the teachers who have indicated an interest in seeing them. This gives the teachers an opportunity to make a note of any articles they may wish to recommend to their students to read, a procedure which insures a better directed use. After the instructor's quick look, the magazines are then available to the students.

Connelley's Handicraft Index is one of the most useful and most popular files. All books and magazines in the library which have working drawings of "things to make" have been

indexed. When a boy wants to make a tool chest, he looks up "tool chest" in the index and finds listed all the material which the library has on this subject. These books and magazines are kept in a special cupboard so they are readily available to the boys. Extra copies of certain magazines which feature "working drawings" such as "Popular Mechanics," "Popular Science," "Popular Homecraft," and "Homecraftsman" are kept on file.

Trade catalogs and pamphlets are specially important to the vocational school library. Most large industries publish catalogs of their products and because of their comprehensiveness and illustrations they become essential aids to shop instruction. They are sometimes referred to by both instructors and students as frequently as the books and journals of their trade. The L. S. Starrett Company's catalog of tools and Westinghouse Electric Company's catalog of electrical equipment are excellent examples of this important material. Usually these trade catalogs are obtainable by the library, free of charge.

Pamphlets are valuable supplemental material for which the government and industry are the chief sources. Teaching safety in industry is an important feature of the curriculum and for that, the pamphlets received from the National Safety Council are indispensable. Industry provides good material on their products including the history as well as the manufacture of the goods. The booklets published by the Aluminum Company of America and those from United States Steel and General Motors are examples of most useful material.

For schools with a commercial art department, a picture collection is most important. These pictures can be gathered by clipping from all kinds of magazines so that the file can be built up without any cost except the filing cabinet and envelopes used to house the collection.

Reference work in a vocational school is a very special problem, too. It is impossible for the librarian to be familiar with the special language of all the shops. She soon learns by questions what shop the student is in, what he is working on, what his problem is; then she can determine where to go for her answers. The need and opportunity for reference work while working in the school make it less necessary for a boy to take such books out. This increased use within the building is reflected in a decreased circulation of home use. When a student runs into trouble in winding a motor, he comes to the library to read up on his type of motor; or when a student is ready to work on a new type of joint in the woodshop, he comes up and reads about it, first. He does his reading right in the library and goes back to shop to put his newly acquired knowledge into practice. He may need to take the book to the shop for an hour, but seldom does he need to take that book home.

In cooperation with related teachers, good work can be done in acquainting the boys with the literature in their field during their scheduled visits to the library. The most successful work in this line can be done where the subject has been divided into lesson plans based on jobs or topics. A bibliography is worked up on each topic and the books are on reserve for the classes. A boy may progress on a series of jobs according to his speed and ability. The jobs or lessons are kept in a notebook and are graded by the related teacher.

Another successful method is to give each boy a topic to investigate and report back to his class. Bibliographies are also made on these topics and kept on file in the library. To keep them up to date, the theory teachers inform the librarian of new magazine articles, so that they may be added to the bibliographies. New books are examined by both librarian and teachers.

(Turn to Page 20)

LIBRARY SERVICE IN AGRICULTURAL SCHOOLS

By MARY VIRGINIA GAVER, Vice-President of the AASL and Associate Professor, Graduate School of Library Service, Rutgers, the State University of New Jersey

Many high schools in the more rural areas of our country carry on strong vocational agriculture programs aimed to meet the needs in all areas of life of the surrounding farm community. In addition, in such schools there are frequently strong programs of club work for children and adults conducted by the 4H Clubs, the Grange, state extension departments and other organizations. An inquiry was directed to twelve librarians in such schools to discover what special reader's services they provided and in what way their collections were adapted to this particular phase of their work.¹

Indirect references in the letters and questionnaire answers gave evidence that there were wide variations in the library service, even among these recommended school situations. One librarian stated that "the library program for agriculture is next door to non-existent . . . have almost nothing in the book line." Another stated that "I am seriously hampered in my work by lack of space and other duties." Several indicated that departmental collections had been built up and were separately administered and supported from the main library. However most of the librarians described an active program of service to agricultural needs with evidence of real cooperation between agriculture teachers and librarians.

Readers' services: In this area, many activities were reported which would be common to other depart-

ments: displays in the library, maintenance of pamphlet and guidance files, help with term papers, instruction in the use of library tools and reference books. *Special* services reported by the librarians included helping to plan 4H and Grange programs, providing displays in the agriculture department and displaying their projects in the library, holding a library workshop at which agriculture teachers and librarian exchanged information as to services each could offer the other, providing a special 4H reading shelf, issuing booklists of agriculture materials for the information of parents, helping with FFA speaking contests, and serving as a preliminary judge for FFA contests.

Library collections: Nearly all of the librarians mentioned the provision of books of fiction with an agricultural background and the purchasing and routing of agriculture magazines as an important aspect of the materials for agriculture. Magazines mentioned as valuable included *Farm Journal*, *Country Gentleman*, *American Farmer*, *Georgia Forestry*. Even when the informational books on agriculture are kept in the department, the provision of fiction seems to be important. Popular titles were reported to include: *Son of the Valley* (Tunis), *Let the Hurricane Roar* (Lane), and *Moon Valley* (Case) and other titles relating to farm life, animals, and family living. One library listed as topics included in its agriculture collection books on machinery, farm shop skills, history of agriculture, biographies of farmers, government and agriculture, diseases of animals, vocations in agriculture, conservation, and forestry. Audio-visual materials are also important in this area: One librarian reported borrowing films and recordings from State Department of Education for

¹Information was secured by inquiry to twelve librarians suggested by state school library supervisors. Answers were received from Georgia: Sarah Hightower, Pepperell High School, Lindale; Mrs. Eloise Jones, Miller County High School, Colquitt; Mrs. Mildred Garrett, Manchester High School, Manchester; Wilene Webster, Campbell High School, Fairburn; Virginia: Frances Woltz, Halifax County High School, South Boston; Ralph Lutz, Wilson Memorial High School, Fishersville; and New York: Kenneth Wolford, Roeliff Jansen Central School, Hillsdale; Kathryn Sheldon, Holland Patent Central School; Evelyn Burlew, Moravia Central School; and Mrs. Lucille Goodale, Homer Central School.

the Agriculture teachers; another stated that "many films were borrowed from the nearby college of Agriculture at Cornell." At least two of the librarians are serving as Audio-Visual Coordinator for the school.

Community survey: One of the more interesting reports came from Manchester, Georgia where the Librarian described a project carried out by the Agriculture teacher, Clarence Huff. He conducted a survey of the county as a basis for an acquisition program to build up the library's collection. He analyzed the number and percentage of farms in the county reporting various enterprises and the trends over the past 15 years, the scope of land devoted to the various enterprises, the number and percentage of farms of various types, the trends in farm mechanization and electrification, and the needed improvement projects of most importance to the school's instructional program. On this basis a form letter was sent ordering materials from state ex-

periment stations, state extension services, colleges of agriculture, and the U. S. Department of Agriculture.² As a result of this mailing he secured 1,176 publications from 22 sources or 92.1 per cent of those requested; also 87 filmstrips on 32 subjects and 672 slides on 16 subjects. Offers of help came from various industries and numerous films were rented for use as a result of this activity. This is an interesting report of the practical application of community analysis to the building of a rural high school collection.

These answers to the inquiry showed librarians in agricultural schools using ingenuity and imagination in meeting the needs of their students and occasionally frustrated by the same conditions that hamper educational activities in urban areas.

² Directory of sources taken from *Procuring technical materials for instruction in vocational agriculture* (Department of Agricultural Education, College of Education, University of Georgia, Athens)

THE LIBRARY IN A LARGE TECHNICAL HIGH SCHOOL

By MARY LOUISE MANN, *Formerly Librarian, Arsenal Technical High School
Indianapolis, Indiana**

Arsenal Technical High School is one of the largest high schools in the country, with an enrollment of approximately 5,000 in day school, 2,000 in adult evening school, and 1,000 in summer school. The school library serves not only the regular day school, but also the summer school, and evening school. While it is primarily a technical and vocational school offering pre-vocational training in a broad area of subjects such as airplane mechanics, auto mechanics, building trades, air-conditioning and refrigeration, plumbing, metal trades, printing, radio and television, electricity, drafting, business education, home economics, it is also a comprehensive

high school with an academic and college preparatory curriculum.

The school library, with a book collection of 18,000 volumes, provides materials for all areas of the school, both academic and technical. It consists of a main library and departmental collections in 20 different parts of the school. This decentralization is necessary because the school is housed in 15 buildings throughout a campus of 75 acres. While there are many technical and vocational books on all subjects housed in the main library, the major portion of materials of this type is kept in the various shops where teachers and students have easier access to them. Books in highly specialized subjects are needed on-the-job, and much time would be lost if they were not readily accessible.

*Miss Mann resigned this position in June 1956 to accept a position as Head Librarian at North Central High School, a new \$3,500,000 school in a suburban area just outside Indianapolis.

Also, many boys in shop classes wear cover-alls or uniforms, and are reluctant to come to the library in such attire.

Books in the departmental collections are purchased from separate departmental funds and are selected and ordered by the head of the department, with the assistance of his teachers. Needless to say, it is necessary that there be a uniform system of maintaining these departmental libraries.

It has always been the policy of the school that all books purchased from departmental funds should be recorded in the library. Since these books are school property, a uniform record of them is kept and the school library is the logical place for this. The following are some suggestions and principles which govern the use and maintenance of departmental libraries:

1. All books to be housed in departmental libraries and purchased from departmental funds are sent to the library for cataloging and processing. The librarian is given a statement of the cost of the books, so that an accurate financial record may be kept.
2. After the library has briefly catalogued and processed the books, they are sent to the department head, who makes the books available to teachers and pupils.
3. A duplicate book card is put in the pocket of each book in order that the books may circulate within the department. The original book card is kept in the library in a separate file of departmental books in circulation.
4. A separate shelf list, arranged by departments, is maintained in the library for departmental books.
5. In the card catalog, each card made for a departmental book has the name of the department on it, so that the location of the book can be readily determined.
6. Near the end of the school year, at the request of the librarian, department heads take an inventory of the books charged to them. The librarian sends the department head the original book cards for the books in his collection. He takes inventory from these, indicating on the card whether the book is missing, discarded, or in need of mending or re-binding. When the cards are returned, the librarian checks them against the

departmental shelf list and records any withdrawals.

7. The library attempts to keep books in as good physical condition as possible by doing simple mending, and by having those rebound which are of sufficient value and use to warrant the expense.
8. The library keeps a list of all magazine subscriptions for the entire school so that in case of duplication the magazines can be routed to the right department. Also, the library has the privilege of borrowing departmental magazines when needed.
9. The librarian assists departments in the selection of materials for their collections, suggests criteria for selection of books, keeps them informed about new and recent technical books by sending them trade catalogs and book lists such as those published in *Library Journal*, *Publishers' Weekly*, and other library periodicals.
10. In order that the greatest good may be derived from books purchased from school funds, the library has the privilege, when the occasion arises, of borrowing departmental books for reference purposes. Likewise, departments are free to borrow books from each other when they are needed. In this way, books receive maximum use, and serve a greater number of people.

Having served as librarian at Arsenal Technical High School over a period of years, I have had opportunity to judge the value of a well-rounded collection of technical and vocational books in a school library. In recent years there has been a noticeable increase in the use of technical books not only by students taking vocational courses, but by other academic students who are interested in books on auto and airplane mechanics, radio and television servicing, radar, electronics, jet propulsion and many of the 'how-to-do-it' types of books, pamphlets and periodicals. Career materials along these lines are also in great demand.

In my experience I have found it helpful to seek the advice of shop teachers in the selection of library materials. They are specialists in their particular fields, and have often had experience in industry prior to teaching. These men usually know technical books and periodicals much better than does the average librarian.

Furthermore, these teachers will use the materials much more effectively if they are given an opportunity to select what they want and need. Many students who are taking vocational courses have a knowledge of technical books, and their participation in book selection also can be beneficial to the librarian. In this era of science, technology, and automation, it is a thrilling challenge to the school librarian to provide a collection of materials which will help train and develop the future scientists, inventors, technologists, and mechanical geniuses on whom our country will depend in later years.

Bibliography

A search through *Education Index* and *Library Literature* back to 1949 revealed only three articles on library service in vocational or technical high schools. This indicates the need for librarians in such schools to study and evaluate their services and problems and to document their findings by publication.

Klingholz, J. "Library serves a vocational school." *Pittsburgh Schools* 23:167-9, May-June 1949. (Reprinted by permission, see page 8.)

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Sheff, Joseph. "A symposium on modern problems." *Baltimore Bulletin of Education* 32:7-11, January-February 1955. An instructor in English and Guidance at the Baltimore Polytechnic Institute describes a cooperative attack on library instruction by the English and History teachers and the Librarian (Mrs. Margeret Atwood). Provides effective training in library skills and better acquaintance with public affairs, in the opinion of the author. Instruction culminates in preparation of a source paper as well as an oral report by each student.

AASL Nominating Committee Report

The Nominating Committee presents the following report:

NOMINATIONS

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Elenora Alexander, Director of Library Services, Houston Public Schools, Houston, Texas.

Virginia McJenkin, Director, Fulton County School Libraries, Atlanta, Georgia.

Recording Secretary

Caroline Holmes, Director of School Libraries, Columbus, Ohio.

Ingrid O. Miller, Head Librarian, Edina-Morningside High School, 5701 Normandale Road, Minneapolis 24, Minnesota.

Treasurer

Mary B. Carver, Librarian, Alamo Heights High School, San Antonio, Texas.

Kenneth E. Vance, School Library Consultant and Consultant in Secondary Education, Bureau of School Services, University of Michigan, Ann Arbor, Michigan.

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(One person to be elected from each Region)

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Alice M. Buckley, Librarian, Jamaica Plain High School, Jamaica Plain, Massachusetts.

Rheta A. Clark, School Library Consultant, Connecticut State Department of Education, Hartford, Connecticut.

REGION IV

Sue Hefley, Supervisor, Materials Center, Webster Parish Schools, Minden, Louisiana. (Mrs.) **Alice Brooks McGuire**, Librarian, Casis Elementary School, Austin, Texas.

REGION VII

Eleanor E. Ahlers, Assistant Professor of Library Science, University of Oregon, Eugene, Oregon.

Gladys Lees, Director of School Libraries, Tacoma, Washington.

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Edna Zeibold, Director of Library Service, San Diego County Schools, San Diego, California.

AASL NOMINATING COMMITTEE:

Esther Burrin, **Jean Hoffman**, **Margaret Moss**, **Margaret Roser**, **Cora Paul Bomar**, Chairman.

AASL COMMITTEES

The following members in all parts of the country are making a significant contribution to the work of the American Association of School Librarians by serving on its committees which cover every facet of school library activity. The committees include twenty-one standing and three special committees. AASL wants to enlist more and more active workers on these committees, to make membership participation as full and varied as possible. Please volunteer in the field of your own special interest.

AUDIO-VISUAL COMMITTEE: To serve as an advisory committee to which matters concerning audio-visual materials in school libraries, are referred; to keep informed on recent developments in the field and report to the membership; to work with other ALA and ASSL committees and other groups interested in audio-visual materials. Chairman, **Dorothea I. Godfree**, librarian and Audio-Visual co-ordinator, Junior High School Library, Port Washington, L. I., N. Y., (1959); **Myrtle Hoverson** (1957); **E. Ben Evans** (1958); **Dr. Edward Schofield** (1959); **Audrey Newman** (1959); **Margaret Rufsvold** (1959).

BUDGET COMMITTEE: To receive and examine the financial reports of the division; to assist in preparing the yearly budget; to report on an estimate of receipts and expenditures to the Board of Directors; to report at the annual meeting on the status of the association's finances. Chairman, **Myrtle Dunlap**, librarian, Senior High School, Davenport, Iowa (1957); **Dr. Lillian Batchelor** (1957); **Mary Gaver** (1957); **Mrs. Effie Jewell Baggett** (1957).

COMMITTEE ON COMMITTEES: To correlate the work of the various committees of the association, and to prevent overlapping and duplication of committees; to make recommendations to the Board of Directors for the purpose of improving the functioning of the various committees. Chairman, **Mrs. Helen H. Bennett**, librarian, Harrisonburg High School, Harrisonburg, New York (1959); **Mary Lee Keath** (1957); **Mary Love** (1957); **Myrtle Ellis** (1958); **Margorie Halderman** (1958).

COMMITTEE ON BYLAWS: To consider amendments to the Bylaws of the Association and to make recommendations in accordance with provisions of the Bylaws Article XV. Chairman, **H. Jean Anderson**, 12700 Shaker Blvd., Cleveland 20, Ohio (1959); **C. Irene Hayner** (1959); **Ruby E. Cundiff** (1959); **Mrs.**

Ruth Evans Babcock (1959); **Helen Sattley** (1959).

ELECTIONS COMMITTEE: To receive and tabulate the votes of the association members in the annual election of officers. Chairman, to be appointed: **Virginia Russell** (1957); **Irrngard Graham** (1957); **To be appointed** (1957); **To be appointed** (1957).

ELEMENTARY SCHOOL LIBRARIES COMMITTEE: To publicize the need for and value of elementary school library committees; to work with state elementary school library committees; to provide information helpful in planning elementary school libraries; to act as a coordinating agency among the various agencies concerned with establishing library service in elementary schools. Chairman, **Mrs. Lois Pilson**, librarian, Miami Shores Elementary School, 10351 NE 5th Avenue, Miami Shores, Fla. (1959); **Ruth Junkin** (1957); **J. Elizabeth Olson** (1957); **Ruth Reagor** (1957); **Elizabeth G. Masterton** (1958); **Mrs. Mallie Newsom** (1959).

EXHIBITS COMMITTEE: To prepare a list of materials for AASL exhibits at educational meetings, and a selection of materials to be sent from the headquarters office, in order to insure the uniform quality of AASL exhibits. Chairman, **Mary K. Eakin**, Children's Book Center, 5935 Kimbark Avenue, Chicago 37, Ill. (1958); **Helen B. Lewis** (1958); **Gertrude B. James** (1958); **Cora Paul Bomar** (1958).

INTERNATIONAL RELATIONS COMMITTEE: Tentative functions: to develop international cooperation and understanding among school librarians, to stimulate interest in school libraries abroad; to investigate an exchange program for school librarians; to compile a roster of school librarians in other countries; to assist in entertaining international school librarians visiting this country. Chairman, **Nora E. Beust**, specialist for School and Children's Libraries, Dept. of Health, Education, and Welfare, Office of Education, Washington 25, D. C. (1959); **Anna E. Cebrat** (1957); **Virginia H. Mathews** (1957); **Sarita Davis** (1959); **Georgia Sealoff** (1959); **Mrs. Judith Marcus** (1959); **Dorothy Buckley** (1959).

MAGAZINE EVALUATION COMMITTEE: To gather data on new developments in the magazine world; to evaluate new and old magazines in terms of their usefulness in school libraries; to prepare selected lists of magazines for special purposes and to arrange for their publication. Chairman, **Margaret Hayes**, Derby Junior High School, Birmingham, Michigan (1957); **Mrs. Audrey Hartley** (1957); **Margaret Rutherford** (1957); **Jennie Sue Coltharp** (1957); **Lucile Hatch** (1957); **Lauretta McCusker** (1959); **To be appointed** (1959).

MEMBERSHIP COMMITTEE: Mildred L. Nickel, director of School Libraries, Office of State Supt. of Public Instruction, 302 State Office Bldg., Springfield, Ill. (1959). For a list of members see subsection under "Membership."

NOMINATING COMMITTEE: To nominate candidates for elective positions in accordance with the AASL Bylaws, Article IX. Chairman, Cora Paul Bomar, State School Library adviser, State Dept. of Public Instruction, Raleigh, N. C. (1957); Margaret Moss (1957); Esther Burrin (1957); Mrs. Lamar C. Hoffman (1957); Margaret Roser (1957).

PLANNING SCHOOL LIBRARY QUARTERS COMMITTEE: To work with other agencies to promote school libraries as a necessity for a good educational program; to provide superintendents, architects, and librarians with concrete suggestions on school library quarters and equipment. Chairman, M. Bernice Wiese, supervisor of School Libraries, Dept. of Education, Baltimore, Md. (1959); Ingrid O. Miller (1957); Margaret Girdner (1957); Elizabeth Hodges (1958); Gladys L. Lees (1958); Arline Young (1958).

PROFESSIONAL RELATIONS COMMITTEE: To interpret the objectives, functions, and program of school library service to other professional groups responsible for the education and welfare of children and young people; to interpret the objectives and program of work of AASL to these groups; to seek opportunities for AASL and these other organizations to identify common interests, areas of work and problems, and to develop ways of working at them together. Chairman, Nancy Burge, Library Science Dept., University of South Carolina, Columbia, S. C. (1957); Eleanor Cole (1957); Maurine Hardin (1957); Gertrude H. Wilson (1957); Mrs. Edna Ballard Mack (1958); Evelyn Thornton (1959); Marguerite Baechtold (1959).

PUBLICATIONS COMMITTEE: To examine manuscripts submitted to the committee by the ALA Publishing Department and make recommendations to the departments on the advisability of publishing them; to initiate plans for new publications considered useful and desirable for school libraries. Chairman, Louise Galloway, Library School, Florida State University, Tallahassee (1957); Harriet Williams (1957); Alice Ruf (1957); Mary Bair (1957); Frances J. Kraft (1957); Laura K. Martin (1959); Agnes Krarup (1959); To be appointed (1959).

RECRUITMENT COMMITTEE: Tentative functions: To plan and carry out a nationwide program for recruiting for school library work. Chairman, Elvajan Hall, Coord. of School Libraries, Newton Public Schools, 88 Chestnut St., West Newton 65, Mass. (1959); Irene Marshall (1957); Annabelle Koonce (1957); Mildred L. Nickel (1958); Dorothy McGinnis (1959); Dorothy P. Nassau (1959); To be appointed ().

be appointed ().

SCHOOL LIBRARIES EDITORIAL COMMITTEE: To keep the membership informed concerning divisional news through the publication of *School Libraries*; to encourage school librarians to share ideas and write articles on worthwhile activities undertaken in their libraries. Chairman, Norris McClellan, Associate Professor, Louisiana State University Library School, Baton Rouge, Louisiana (1957); Lillian Y. Boula (1957); Naomi Hokanson (1957); Mrs. Jennie Beth Clark (1957); To be appointed (1957); Ina Beth Cavener (1957); Olica Way (1957).

STATISTICS COMMITTEE: To determine ways in which school librarians use school library statistics; to evaluate existing statistical forms for school libraries; to keep AASL informed about current and major investigations that involve the collection of school library statistics; to keep a file of school library statistical forms and to make them available to school librarians. Chairman, Coral Melson, Director, Library Education, State Teachers College, Millersville, Pa. (1959); Mary Shemorry (1957); Zereda Van Deusen (1958); Mrs. Irene Gullette (1959); To be appointed (1959).

STUDENT ASSISTANTS COMMITTEE: Chairman, Othella Denman, Head Librarian, Waco High Schools, 815 Columbus Ave., Waco, Texas (1959); Loren H. Allen (1959); Helen Brundage (1959); Esther Barth (1959); Elma S. Peck (1959).

TECHNICAL PROCESSES COMMITTEE: To study simplification of classification and cataloging in school libraries, and to study publishers' bindings from the point of view of use in school libraries. Co-Chairmen, Mrs. Effie N. LaPlante, Supervisor, Cataloging Section, Division of Libraries, Board of Education, 228 North LaSalle St., Chicago, Ill. (1957); and Carolyn Whitenack, Assistant Professor of Librarianship, Purdue University, Lafayette, Ind. (1957); Margaret Sue Copenhaver (1957); Margaret Louise Turk (1957); Zelma Langworthy (1957); Sue Hefley (1958).

SPECIAL COMMITTEES

ANNUAL CONFERENCE COMMITTEE: To provide local assistance to the President and the Vice-President of the Association in planning and arranging for the annual conference. Co-chairmen, Sallie Elaine Deatherage and Mrs. Victor Pettibone.

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STANDARDS COMMITTEE: To revise the existing standards for school libraries as they appear in *School Libraries for Today and Tomorrow*. Co-Chairmen: Miss Ruth

*To be reconstituted as of January 1, 1957

Ersted, State Supervisor of School Libraries, State Dept. of Education, 3411 Pleasant St., Minneapolis, Minn.; **Dr. Frances Henne**, Associate Professor, School of Library Service, Columbia University, New York, New York. Representing the American Association of School Administrators: **J. Harry Adams**, Supt. of Schools, Board of Education, Elizabeth, New Jersey; American Institute of Architects, **Carl W. Clark**, P. O. Box 900, Syracuse, 1, N. Y.; Natl. Council of Teachers of English, **Henry I. Christ**, Head of English Dept., Andrew Jackson High School, St. Albans, N. Y.; American Personnel and Guidance Assn., Inc., **Dr. Gertrude Forrester**, West Side High School, Newark, New Jersey; General Federation of Women's Clubs, Libraries Division, **Mrs. Robert F. Herrig**, Librarian, Lincoln County Free Library, Libby, Montana; American Assn. of Colleges for Teacher Education, **Dr. E. S. Evenden**, Professor Emeritus, Teachers College, Columbia University, New York, N. Y.; National Science Teachers Assn., **Dr. Abraham Raskin**, Associate Professor of Physiology, Coordinator of the Sciences, Hunter College, New York, N. Y.; Association for Supervision & Curriculum Development, **Professor Doris Holmes**, Queens College, Flushing, New York; National School Boards Association, Inc., **Clifton B. Smith**, 252 Pine St., Freeport, New York; Catholic Library Association, **Reverend Andrew L. Bouwhuis**, Director of Libraries, St. Peter's College, Jersey City, New Jersey; Association for Childhood Education, International, **Helen A. McLaughlin**; National Association of Secondary School Principals, **Dr. Robert M. Amsden**, Principal, Columbia High School, 17 Parker Avenue, Maplewood, New Jersey; National Council for the Social Studies, **Alice Flickinger**, Teacher, Social Studies Laboratory School, University of Chicago, Chicago 37, Ill.; Department of Classroom Teachers, NEA, **Mrs. Mary F. Kolender**, Primary Teacher, Munsey Park School, Manhasset, New York; Department of Elementary School Principals, **Mrs. Lorraine Addelston**, Principal, Public School No. 89, 8528 Britton Avenue, Queens, New York, New York; Division of Audio-Visual Instruction, NEA, **Dr. A. J. Foy Cross**, Director, Placement Services, New York University, New York, New York; Division of Libraries for Children and Young People, ALA, **Margaret C. Scoggin**, Director, Young People's Service, New York Public Library, Fifth Avenue & 42nd St., New York, New York; **Mr. James Cass**, Research Director, National Citizens Council for Better Schools, 9 East 40th St., New York 16, New York; American Association of School Librarians, **Mrs. Rachael W. DeAngelo**, Coordinator, Library Education Program, Queens College, 65-30 Kissena Boulevard, Flushing 67, New York; **Helen R. Sattley**, Director, School Library Service, Board of Education, 110 Livingston St., Brooklyn 1, New York; **Louise Galloway**, Acting Assistant Pro-

fessor, Library School, Florida State University, Tallahassee, Florida; **Mrs. Mary Peacock Douglas**, Director of Libraries, Raleigh City Schools, 225 New Bern Ave., Raleigh, North Carolina; **Mrs. Dilla W. MacBean**, Past President, American Association of School Librarians, Ex-Officio, Route 2, Stone Lake, Wis.; **Dr. Lillian L. Batchelor**, President, American Association of School Librarians, Ex-Officio, Supervisor of Secondary School Libraries, Board of Education, Philadelphia, Pa.

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MARYLAND: Anna E. Fehl, Armstead Gardens School, Erdman & Eager St., Baltimore 5.

MASSACHUSETTS: Katherine Trickey, Swampscott High School, Swampscott.

MICHIGAN: Fannie B. Foster, Duffield-Upper Library, 2700 Clinton, Detroit 7.

MINNESOTA: Gladys Larson, Jr. High School, 13 & Elcelsior, Hopkins.

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MISSOURI: Mrs. Virgie King, Aurora High School, Aurora.

MONTANA: Elza Huffman, Sr. High School, 425 Grand Ave., Billings.

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NEW HAMPSHIRE: Florence Derr, Manchester High School, Central, Manchester.

NEW JERSEY: Helen Heermans, George Washington Jr. High School, Washington Place, Ridgewood.

NEW MEXICO: Nancy B. Trammel, Highlands High School, 4700 E. Coal, Albuquerque.

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OREGON: Lottie Lee Lamb, Kelly Jr. High School, Park at Howard Lane, Eugene.

PENNSYLVANIA: Margaret G. Graham, Springfield Sr. High School, Leamy Ave., Springfield, Delaware County, Pa.

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UTAH: Mrs. Jennie Whitby, Jr. High School, Cedar City.

VERMONT: Edward Bodurtha, Brattleboro High School, Brattleboro.

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WASHINGTON: Vera L. McDowell, N. Kitsap High School, Poulsbo.

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WISCONSIN: Thelma Bound, Wauwatosa Sr. High School, 1732 Wauwatosa Ave., Wauwatosa 13.

WYOMING: Rose Mary Malone, Natrona County High School, 10th and Elm Streets, Casper.

QUEBEC: Frances M. Dumaresq, Protestant School Board of Greater Montreal, 3460 McTavish Street, Montreal 2.

ONTARIO: Margaret Fraser, Galt Collegiate Institute, Galt, Ontario.

ALASKA: Joanne Lind, Seward High School, Seward.

HAWAII: Mrs. Aileen Perlstein, Kapalama School, 1601 N. School St., Honolulu.

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E. P. Dutton-John Macrae Award

The E. P. Dutton-John Macrae Award for advanced study in the field of library work with children and young people was established by the E. P. Dutton Company in 1952 and first awarded in 1953. It consists of a fellowship amounting to \$1000 and is open to a librarian working with children or young people through a public library, a school library, or an institution library. The award is designed to give the recipient an opportunity for formal or informal study of some aspect of the field that will be beneficial both to the person and to library service. To be eligible for the award, a

librarian must be a library school graduate and must have had at least three years of successful professional experience in libraries serving children or youth. Librarians interested in the award are asked to submit a statement of the study or project for which the award is requested and evidence that they are qualified to undertake the work. Prospective applicants should write to the chairman of the E. P. Dutton-John Macrae Award Committee, Nancy Jane Day, Supervisor of Library Services, State Department of Education, Columbia, South Carolina. Applications must be submitted by April 15, 1957.

NEWS NOTES

The 1957 Midwinter conference of the American Library Association will be held at the Edgewater Beach Hotel in Chicago, January 29 to February 2. This is the business meeting of the year, when work is planned and programs set in motion. It is therefore highly important that all ALA Councilors, members of the Board of Directors, and committee members attend this conference.

Schedules and meeting places for the various AASL groups have not yet been worked out, but full information will be sent from the Headquarters office well in advance of the conference, so that you can make your travel plans. As in the past, as many meetings as possible will be planned for the later days of the conference week.

The work of the American Association of School Librarians is dependent upon its committees. Please make every effort to attend the Midwinter conference.

This year the Canadian Education Association had a panel discussion on school library services at their annual conference in Winnipeg on September 27. This is the first time that school libraries have ever been on the agenda of the Canadian Education Association, and we feel that this is a real step forward. The panel discussion lasted for about an hour and was followed by a very active

question and discussion period. As a result of the panel discussion, the executive of the C.E.A. felt that a survey of school libraries in Canada should be made.

315 Minnesota school librarians met October 26th at Alexander Ramsey High School in Roseville, Minnesota. It was the biennial meeting of the Minnesota Association of School Librarians. The morning panel of teachers, school administrators, and school librarians considered the school library and its functions as a materials center. The luncheon speaker, Miss Mary K. Eakin, Librarian, Children's Book Center, University of Chicago, offered professional stimulation in the area of wise selection of books. The meeting was concluded with the reading of a tribute to Miss Ruth Ersted on the occasion of her twentieth year as Minnesota State Supervisor of School Libraries. It was a tribute to the leadership and professional inspiration that Minnesota school libraries and librarians have enjoyed in the past twenty years. The school librarians offered a gift and a standing ovation as a token of their esteem.

The Thirtieth Yearbook of the NEA-Department of Elementary School Principals, *Elementary School Libraries Today* is still available. Price \$3. The reprinting of this pub-

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lication was undertaken at the request of the NEA-ALA Joint Committee.

August 22-31, 1956, marked the second annual series of Instructional Materials Clinics held in Florida under the sponsorship of the General Extension Division and the Florida State University Library School in cooperation with the State Department of Education, and two sections of the Florida Education Association (the Florida Audio-Visual Association and the Florida Association of School Librarians).

The 1956 clinics highlighted the many ways the various types and kinds of instructional materials are actually being used throughout the nation and in Florida's schools. The clinics provided opportunity for examination and discussion of many kinds of instructional materials and equipment and acquainted school

personnel with some of the state services available in the area of materials for teaching and learning.

This series of clinics was designed to offer practical help to school superintendents, supervisors, principals, and teachers, as well as to those who specialize in materials services, as they plan better use of programs in materials. The aim was for every school to have at least one representative at one of these meetings.

A concise and complete aid to High School Librarians who have audio-visual materials under their supervision has recently been published. Illustrations for the various kinds of cards needed are included. The *Manual for use in Cataloging and Classification of Audio-Visual Materials for a High School Library* is now available for purchase from the Author, Miss Eunice Keen, 625 W. Park St., Lakeland, Fla., at \$1.00 per copy.

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CALENDAR OF STATE SCHOOL LIBRARY ASSOCIATION MEETINGS

Alabama Association of School Librarians; Alabama Library Association Meeting, Tuscaloosa, April 13-15, 1957; Alabama Education Association Meeting, Birmingham, March 27-29, 1957. (Alabama Association of School Librarians is a division of Alabama Education Association and Alabama Library Association.)

Arizona State Library Association, Valley Ho Hotel, Scottsdale, April 26-27, 1957.

Georgia Teachers and Education Association Librarians Section, State Meeting, Macon, April 10-12, 1957.

Illinois Association of School Librarians, Hotel Abraham Lincoln, Springfield, April 5-6, 1957.

Indiana School Librarians Association, Union Building, Indiana University Medical Center, Indianapolis, April 26-27, 1957.

Kansas Association of School Librarians, November 6-7, 1957.

Kentucky Association of School Librarians, Seelback Hotel, Louisville, April 12, 1957.

Michigan Association of School Librarians, Wyandotte, May 4, 1957.

Minnesota Association of School Librarians, September 13-15, 1957 (tentative); Divisional Meetings, October 17-18, 1957.

Mississippi Association of School Librarians, Jackson Municipal Library, Jackson, March 15, 1957.

Missouri Association of School Librarians, Jefferson City, October 3-5, 1957.

New Jersey School Library Association, Berkeley-Carteret Hotel, Asbury Park, May 2-4, 1957.

New York Library Association, Albany, October 16-18, 1957.

North Carolina Education Association, Division of School Librarians, Wilmington, March 23, 1957.

Ohio Association of School Librarians, Desher Hilton Hotel, Columbus, October 25-26, 1957.

South Carolina Education Association, School Library Section, Columbia, March 29, 1957.

South Carolina Palmetto Education Association, Library Section, Columbia, April 4-5, 1957.

Texas Library Association, School Division, Adolphus Hotel, Dallas, March 27-30, 1957.

Washington State School Library Association, Vancouver, March 29-30, 1957.

Wisconsin Education Association, Library Section, Milwaukee, November 1, 1957.

(Continued from Page 9)

In view of the fact that a large part of the boys' time is spent on technical subjects, the library has one final important function: to furnish a well-rounded collection of books for outside reading in social studies and English and a good selection of books for recreational reading. These books must cover a wide range; some must be for the junior high level for the slower readers, while others must satisfy the better readers.

The conclusion reached after many years of working with vocational high school students is, that boys who are developing hand skills do not hesitate to use books when the need is felt in their work and when the reference material is so organized as to be readily available.

—JOHANNA KLINGHOLZ,*
Librarian,
Connelley Vocational High
School (now retired)

*From Pittsburgh Schools May-June, 1949



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Naomi Hokanson, District Librarian, Alexander Ramsey High School, 1261 Highway 36, St. Paul 13, Minnesota (1960)

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Deadline next issue: February 1, 1957. Send copy, typewritten, double-spaced in duplicate to Norris McClellan, Louisiana State University Library School, Baton Rouge, Louisiana. For information regarding advertising write to Miss Olive C. De Bruler, Joliet Township High School and Junior College, Joliet, Illinois.

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